



Rhode Island College
Feinstein School of Education and Human Development
Department of Health and Physical Education

Preparing To Teach Portfolio

Artifact – Lesson Plan

- _____ Exceeds Competency - Strength
- Meets Competency - Competence
- _____ Below Competency - Developing
- _____ Unacceptable – Weakness

Original M
Rewrite #1 _____
Rewrite #2 _____

Date 4/12/10
Date _____
Date _____

Student's Name _____

Reviewer's Signature

Here are your responses: Implemented Lesson Plan

Username: AnonymousRespondent

Numeric Response ID: 5573

Response GUID: 7af4ec29-7194-4ae2-b80d-bba13ec0d5b6

Survey Start Date: Saturday, May 08, 2010 4:18:32 PM

Survey Completed Date: Saturday, May 08, 2010 4:25:42 PM

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Student Teacher Candidate First Name

Student Teacher Candidate Last Name

Student Teacher Candidate EMPLID

Practicum Professor/College Supervisor First Name

Kerri

Practicum Professor/College Supervisor Last Name

Tunncliffe

Cooperating Teacher First Name

Christina

Cooperating Teacher Last Name

Lima-Derkoon

Grade Level(s)

Check at least one response.

6

Content Area Assignment (if applicable)

physical education

Teacher Preparation Program

Physical Education

District If your district does not appear on the list, select "Other" and write in the name of the district beside it.

North Smithfield

School

N.S. Middle School

Person Completing This Observation

Practicum Professor/College Supervisor

Date of Observation

4/12/2010

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PLANNING Planning Indicators

- 1.The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.
-- 6 Target
- 2.Lesson objectives are measurable and observable.
-- 6 Target
- 3.The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.
-- 6 Target
- 4.The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.
-- 5 Target
- 5.The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.
-- 6 Target
- 6.The lesson design demonstrates an accurate understanding of content.
-- 6 Target
- 7.The lesson is designed to engage students in meaningful instructional tasks related to content.
-- 6 Target
- 8.The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.
-- 6 Target
- 9.Formative and/or summative assessments are aligned with objectives.
-- 5 Target
- 10.The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.
-- 6 Target

Comments on Planning Indicators

Not Answered

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
-- 5 Target
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.
--
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
-- 4 Acceptable
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
-- 3 Acceptable
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
--
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
-- 4 Acceptable
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
-- 4 Acceptable
8. The lesson is modified as needed based on formative assessment within the lesson.
-- 4 Acceptable

Comments on Implementation Indicators

Not Answered

Content Indicators

1. The content of the lesson is significant and worthwhile.
-- 6 Target
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
-- 6 Target
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
-- 6 Target
4. The teacher candidate provides accurate content information and displays an understanding of important concepts.
-- 4 Acceptable
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.
-- 4 Acceptable

Comments on Content Indicators

Not Answered

Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. (OPTIONAL)
-- 4 Acceptable
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (OPTIONAL)
--
3. Active participation of all is encouraged and valued.
-- 5 Target
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.
-- 4 Acceptable
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
-- 5 Target
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
-- 5 Target
7. There was a high proportion of student-to-student communication about the content of the lesson.
-- 6 Target

Comments on Climate Indicators

Not Answered

Classroom Management Indicators

1. The teacher candidate has an effective way of getting all students in the class to be attentive.
-- 5 Target
2. The teacher candidate does not try to "talk over" the students.
-- 6 Target
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.
-- 6 Target
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.
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5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.
-- 3 Acceptable
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. (OPTIONAL)
-- 4 Acceptable

Comments on Classroom Management Indicators

Not Answered

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Capsule Rating (OPTIONAL)
Not Answered

Rationale for Capsule Rating (OPTIONAL)
Not Answered

REFLECTION Reflection Indicators

1.The teacher candidate describes how s/he made decisions for planning and implementation.

-- 5 Target

2.The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.

-- 5 Target

3.The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.

-- 6 Target

4.The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.

-- 4 Acceptable

5.Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

-- 6 Target

Comments on Reflection Indicators

Not Answered

Goals (OPTIONAL) Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. Note to observer: Review goals prior to next observation. (How this section is used is program specific.)

Not Answered

Professional Behavior Indicators

1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.

-- 6 Target

2. The teacher candidate is on time and is prepared.

-- 6 Target

3. The teacher candidate dresses professionally.

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4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House). (OPTIONAL)

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5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.

-- 6 Target

6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner.

-- 6 Target

7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.

-- 4 Acceptable

8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.

-- 6 Target

9. The teacher candidate is a student advocate. (OPTIONAL)

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Comments on Professional Behavior Indicators

Not Answered

Technology Indicators

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. (OPTIONAL)

-- 5 Target

2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. (OPTIONAL)

-- 5 Target

3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). (OPTIONAL)

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4. The teacher candidate demonstrates fluency with available technology systems. (OPTIONAL)

-- 6 Target

5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-

age media and formats. (OPTIONAL)

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6.The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. (OPTIONAL)

-- 6 Target

Comments on Technology Indicators .

Not Answered

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

Computer for teacher use, Internet connection, poster and on-line resources

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Please Re-Enter Your Email Address Once you have completed this evaluation, a copy of your responses will automatically be sent to this email address.

ktunnicliffe@rjc.edu

uyc

NAME: _____ DATE: 4/12/2010 TIME: 8:31-9:18
LESSON #: 1 CLASS SIZE: 16 GRADE LEVEL: 6th Grade
UNIT: Fitness SKILL LEVEL: Associative
EQUIPMENT: 4 basketballs, 30 poly spots, 36 note cards (for activities), 20 cones, 16 jump ropes, 1 challenge board, 16 scorecards
FOCUS OF THE LESSON: Cardiovascular Endurance in the USA

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor:

Students will be able to improve their performance on the activities related to cardio on the note cards under each poly spot at each station. (NASPE # 1: Motor Skills)

Students will be able to accurately take their heart rate before, during, and after performing several different skills. (NASPE # 2: Learning Concepts)

Cognitive:

Students will be able to describe how their heart rate was affected by playing the three games in today's lesson. (NASPE # 2, Learning Concepts)

Affective:

Students will be able to effectively cooperate with their partner by taking turns during all of today's activities. (NASPE # 6: Value Physical Activity)

TEACHER PERFORMANCE OBJECTIVES:

- 1. The teacher will be able to appropriately adapt the stations based on the skill levels of the students in the class. (RIPTS # 4: Respecting Diversity)*
- 2. The teacher will be able to effectively manage the classroom (gymnasium) to prevent students from misbehavior and causing safety issues. (RIPTS # 6: Classroom Management)*

SAFETY CONSIDERATIONS:

- 1. Cones and poly spots will be placed away from walls so students do not run into them.*
- 2. Students will be asked to perform activities (jumping jacks, mountain climbers, etc.) away from the area where students are shooting basketballs, running or using scooters to prevent injury.*
- 3. Students starting on scooters will start at different times so they do not run into one another.*
- 4. Students with jump ropes will be asked to keep their personal space so they do not run into one another.*

REFERENCES:

- Lennon, J. and Caccia, J. (2008). Cardio Around the World. PED208: Motor Skill for Development: Wellness 2. Rhode Island College.
- Lennon, J. and Caccia, J. (2008). Cardio Driving Challenge. PED208: Motor Skill for Development: Wellness 2. Rhode Island College.
- Tunnicliffe, K. (2010). Cardio Relay. PED414: Individual and Dual Sports Practicum. Rhode Island College.

TIME	SEQUENCE OF LESSON (Bullet format)	CUES	FORMATIONS	REFLECTIONS
5 mins.	<p>Warm Up:</p> <p><u>Jump Rope Challenge</u></p> <ul style="list-style-type: none"> • <u>Before the activity starts, students will be introduced to the challenge board, which has challenges at all three stations which the students can choose to perform. The students will sign their name on the board if they complete a challenge and get a chance to vote for the final activity.</u> • <u>Before the activity starts, students will also be shown how to take their resting heart rate and whether it is beating fast or slow before activity.</u> • <u>Students will also be given a scorecard which they will use throughout the lesson.</u> • Students will be given a jump rope and asked to make their way around a coned off course. • <u>They will be separated into two teams to see who can make it around the track in the quickest time.</u> • <u>The teams will start on opposite ends of the gym so they do no run into one another.</u> • <u>Students must remain behind the person in front of them and spaced out safely to prevent hitting one another.</u> • If a person stops jumping or makes a mistake, the team will stop and the students will join the end of the line and continue jump roping. • After the warm up, students will take their heart rate using the proper cues they were shown. They will write their beats per minute on their score sheets. <p>Scaffolding:</p> <ul style="list-style-type: none"> • Students will utilize skills learned previously to work on cardiovascular endurance (Jump roping, jumping jacks, crunches, trunk twists, and so on). • Students will learn how sports (such as basketball) work on developing cardiovascular endurance. • <u>Students will be asked how hard their heart beats when they are exercising. When they are exercising, they are getting near their target heart rate, which is what they want to do to get a good exercise.</u> 	<p><u>Taking Your Pulse</u></p> <ul style="list-style-type: none"> -Two Fingers -Across Neck Feel for beat <p><u>Running</u></p> <ul style="list-style-type: none"> -Hip to Ear -Upright -Arms in Opposition <p><u>Jumping Jack</u></p> <ul style="list-style-type: none"> -Arms by sides -Arm swing overhead -Jump <p><u>Jump Rope</u></p> <ul style="list-style-type: none"> -Grip -Swing -Jump <p><u>Mountain Climber</u></p> <ul style="list-style-type: none"> -On all fours -Knee to Chest -Back to 		<p>BULLET STYLE IS SHORT SNIPITS OF INFORMATION.</p> <p>FUN IDEA</p> <p>Ss ARE ALL JUMPING AROUND THE COURSE IN THE SHORTEST AMOUNT OF TIME POSSIBLE?</p> <p>GOOD LINKS</p>

<p>7 mins.</p>	<p>Station # 1</p> <p><u>Activity: Cardio Around the World (Adapted from Lennon and Caccia, 2008)</u></p> <ul style="list-style-type: none"> • <u>Before the activity starts, I will show students how to figure out their target heart rate and tell them they will try to get into their target heart rate to get a good exercise (MHR = 220-Age, THR Range= .65xMHR to .80xMHR).</u> • Students will be broken up into pairs and asked to get one basketball per pair. • When the game starts, one of the partners will step up to the first poly spot and lift the spot and take one of the 2 note cards underneath. • One of the two students will perform the activity on the card in the activity area while the other attempts to shoot and make a basket from the spot. • Every other group of students will go to a different poly spot and start the game. • The activities on the cards will be: jump roping, crunch, mountain climber, trunk twist, jog in place, hula hoop, and jumping jack • If the student fails to make the basket, he/she continues shooting and their partner continues performing the skill they flipped over until the partner makes the basket. • If the student makes the basket in the first try, he/she and their partner will switch places and move to the next poly spot. • The new partner will shoot and the other partner will perform the activity. • After the first spot, if the student misses a shot, they may use a "chance" to try the shot again. If they miss, they (with their partner) will move back one poly spot. • <u>The station will continue for seven minutes.</u> • Students will keep track of how many poly spots their team gets to in the allotted time. • <u>Students will also receive one bonus point for every ten activities they perform (for example, they will get 1 point for performing ten jumping jacks).</u> 	<p>Start</p> <p><u>Trunk Twist</u></p> <ul style="list-style-type: none"> -Stance -Arm Swing -Twist <p><u>Basketball Shot</u></p> <ul style="list-style-type: none"> -Balance -Eyes -Elbow -Follow Through <p><u>Crunch</u></p> <ul style="list-style-type: none"> -On Back -Shoulders off floor -Squeeze stomach <p><u>Hula Hoop</u></p> <ul style="list-style-type: none"> -Stance -Hoop -Hips 		<p>WILL YOU HAVE Ss FIGURE THIS OUT ON THEIR OWN OR HAVE A POSTER WITH WHAT Ss THEIR AGE THR IS?</p> <p>GOOD ADDITION OF BULLET # 5, THAT MAKES THE ACTIVITY VERY CLEAR</p>
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<ul style="list-style-type: none"> • They will post their top scores on the scoreboard at the end of the allotted time. • <u>If the teammate performing the skills is not performing them correctly, one of the other teams may call him/her out and gets an extra point to put on the scoreboard at the end.</u> • <u>At the end of the activity, students will take their pulse again and write it down on their score sheet. They will also determine if they were near their target heart rate.</u> • Every pair of students will start on a different poly spot. <p><u>Motivation</u></p> <ul style="list-style-type: none"> • In order to keep students motivated, a scoreboard will keep track of the amount of poly spots each pair gets to in the allotted time. • Students can challenge one another to increase their poly spot totals in the game. • <u>Students will gain an extra point for performing more activities than their peers.</u> • <u>Students have to perform the skills (jumping jacks, jogging in place, etc.) correctly or they can be called out by the opponent. Teams will receive one extra point for calling out an opponent.</u> <p><u>Checking For Understanding</u></p> <ul style="list-style-type: none"> • <u>What do you do if your partner misses a basket? Makes a basket?</u> • Can someone show me the proper form for the jumping jack? Crunch? Hula Hoop? Jump Rope? Mountain Climber? Trunk Twist? • <u>What happens if you complete 10 jumping jacks or one of the other activities?</u> • <u>What do you do if you complete a challenge on the challenge board?</u> <p><u>Extensions/Refinements</u> E: <u>Give students a bonus point for correctly performing five of each activity instead of ten.</u></p>			<p>SOUNDS GOOD. EMPHASIZE THIS AND IT WILL WORK TO YOUR BENEFIT</p> <p>GOOD CFU'S</p>
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<p>7 mins.</p>	<ul style="list-style-type: none"> • Students can call one another out for using improper running form or for performing skills improperly (for example, jumping jack). <p><u>Checking For Understanding</u></p> <ul style="list-style-type: none"> • <u>What was one partner doing while the other is running?</u> • <u>Where do you perform the activity while your partner runs?</u> • <u>Can you call out an opponent for improper form?</u> • <u>What do you do if you complete a challenge on the challenge board?</u> <p><u>Extensions/Refinements</u></p> <p>E: Reduce the distance students have to run around the outside of the cones. E: Have the students perform only 10 of the skill underneath the cone. H: Increase the distance the students have to run around the cones. H: Challenge the students to perform more of the movement skills (ie. Jumping jacks) than their peers before the activity ends. H: <u>Students can attempt one of the challenges on the Challenge Board. If they complete it, they can sign their name on the board.</u></p> <p>Station # 3</p> <p><u>Activity: Cardio Driving Challenge (Adapted from Lennon and Caccia, 2008)</u></p> <ul style="list-style-type: none"> • A course made of cones, poly spots, and jump ropes will be set up around one corner of the gym. • Students will be paired up with one of their peers. • One student will sit on a scooter, while the other pushes (safely). • Students will make their way around the driving course, stopping at checkpoints (coned areas) along the way. • <u>At each checkpoint, an activity card will be found</u> 			<p>OKAY</p> <p>SOUNDS VERY FUN</p>
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(Activities from the cues list).

- Pairs of students will be staggered so students are not crashing into one another. Some students can start at checkpoints further down the course.
- Students must stay on the course at all times.
- When a pair of students makes it to the end of the course, they will switch roles and start the course again.
- Students will take their heart rate and write it in their scorecard to determine if they were in their target heart rate.

Motivation

- Students can challenge one another to perform the activities on the challenge board.
- The race is timed, so students are competing to get the lowest time.

Checking For Understanding

- What do you do when you get to a checkpoint?
- What do you do once you get around the course?
- Can someone show me how they took their heart rate?
- Can you call someone out for improper form? What did they have to do wrong?

Extensions/Refinements

E: Reduce the amount of time students need to perform challenges to give students a chance to rest.

E: Decrease the amount of challenges to give students a chance to rest in between.

H: The amount of time to perform skills or number of skills can be increased to challenge the students.

H: Students can attempt one of the challenges on the Challenge Board. If they complete it, they can sign their name on the board.

H: Students can call each other out for improper form. If a student is caught performing skill incorrectly, the team that called them out gets 10 seconds off their time.

WELL THOUGHT OUT

5 mins.	<p>Closing Activity</p> <p><u>Heart Rate Relay</u></p> <ul style="list-style-type: none"> • <u>Partners from the previous activity again will be working with one another.</u> • <u>Each group of two will line up at the end line of the basketball court.</u> • <u>When they relay starts, the one of the two students will bear walk to the end line of the court and back.</u> • <u>When the partner crosses the end line, the other partner will scooter to the end line and back.</u> • <u>Once the two students return to the end line, the next student will jump rope to the end line and back.</u> • <u>Lastly, the final student will crab walk to the end line and back.</u> • <u>In total, each partner will go to the end line and back twice.</u> • <u>The students waiting for their teammate must be performing jumping jacks or mountain climbers.</u> • <u>If they do not perform the activities correctly, their team will add a second onto their final time (Opponents and the teacher can call out improper form).</u> • <u>Students must also stay in the boundaries.</u> • <u>The teacher will keep the time during this activity.</u> 			
3 mins.	<p>Closing Questions</p> <ul style="list-style-type: none"> • What is the proper way to take your heart rate? • Why is taking your heart rate important? What does it tell you? • <u>Was your heart beating fast or slow before the activity? After the activity?</u> • What types of activities get your heart rate the highest? Why? • What other types of activities can you think of that get your heart rate really high? 			<p>DO YOU WANT TO FOCUS ON THR? I WASN'T SURE SINCE YOU TALKED ABOUT IT AT THE BEGINNING. JUST A THOUGHT.</p>

I DO WANT YOU TO THINK ABOUT USING STATIONS THE FIRST DAY. WOULD IT BE TOO MUCH? YOU ARE NEW; THE Ss ARE NEW, KNOWING HOW LONG IT TAKES THE Ss TO CHANGE ON BOTH ENDS ETC. THERE IS NO DOUBT YOU CAN DO IT, I JUST WANTED TO PUT IT OUT THERE FOR YOU TO CONSIDER.

VERY WELL DONE SEAN!

100

PED 450 Lesson Plan Rubric

	Exceeds Competency 4 pts.	Meets Competency 2 ½ pts.	Below Competency 1 pt.	Score
Objectives	Objectives contained all components, were properly identified, measurable and realistic. Objectives were always relevant to lesson content. NASPE standards were always applicable.	Objectives usually contained all components, which were properly identified and/or were, measurable. Objectives were usually relevant to lesson content. NASPE standards were usually applicable.	Objectives did not contain all components, and/or were not measurable or correctly identified. Objectives were not consistent with the lesson content. There were no NASPE standards or they were not applicable.	<i>Be sure there is a progression to obj + measurable</i> <i>Very creative and be sure each activity is in line w/ obj.</i>
Warm up & Conclusion	Chose warm ups appropriately. It prepared students for the lesson and integrated the lesson focus. The closure reflected lesson objectives.	Chosen warm ups that sometimes prepared students for the lesson and integrated the lesson focus. The closure sometimes reflected lesson objectives.	Warm ups were consistently inappropriate for preparing students for activity. Superficial closure did not reflect the lesson objectives.	
Extensions	Exceptional relevance to making the task easier and/or harder. Always developmentally appropriate and about the process of the skill and not the product.	Adequately relevance to making the task easier and/or harder. Sometimes developmentally appropriate and about the process.	Extensions and refinements were irrelevant to the content of the redundant (the same as other lessons). Extensions and refinements were not developmentally appropriate and always about the product.	
Lesson Activities and Closing Activity	Activities were very creative and always developmentally appropriate. The activities were based on objectives of the lesson. The lesson activities were in the proper progression. Clear directions and rules for activities were given.	Activities were usually appropriate and developmentally appropriate. The activities were somewhat based on objectives of the lesson. The lesson activities were sometimes in the proper progression. Adequate directions and rules for activities were given.	Activities were inappropriate and not developmentally appropriate. The activities were not based on objectives of the lesson. The lesson activities were not in the proper progression most of the time. Inadequate directions and rules for activities were given.	
Lesson Plan form completed	Completion of all areas of the lesson plan (name, date, lesson #, class size, grade level, unit, skill level, equipment, and focus of the lesson). Diagrams of formations for all activities are complete. An estimation of time is kept for all aspects of the lesson. Scaffolding is directly related to the focus of the lesson.	Completion of most areas of the lesson plan (name, date, lesson #, class size, grade level, unit, skill level, equipment, and focus of the lesson). Diagrams of formations for most activities are complete. An estimation of time is kept for most aspects of the lesson. Scaffolding is related to the focus of the lesson.	Completion of few areas of the lesson plan (name, date, lesson #, class size, grade level, unit, skill level, equipment, and focus of the lesson). Diagrams of formations for few activities are complete. An estimation of time is kept for few aspects of the lesson. Scaffolding is not related to the focus of the lesson.	
				Total Score 17/20 85

* Lesson plans will be evaluated each time you pass them in but unless there is a major problem, you will not receive any feedback prior to your lesson. Do to the fast paced schedule when teaching; you will not get your lesson plans back until the end of the unit. **It is highly recommended you make an appointment to see your lesson plans on a regular basis to be sure you are on the right track.

* You will receive one grade for all lesson plans at the secondary level.

Very creative ideas. Objectives are aligned w/ obj key.